

Burnt Tree Primary School Writing Policy



Introduction

At Burnt Tree Primary School, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning. This policy outlines the purpose, nature and management of the teaching of writing at Burnt Tree. It states how we deliver the writing elements of the English National Curriculum and the Early Years Foundation Stage.

Aims

This policy aims children:

- Appreciate that writing is a universal method of communication
- View writing as a process over which they have control
- Enjoy playing with language and write for pleasure
- Write appropriately for specific real or imaginary audiences
- Write for a variety of purposes
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- Achieve independent writing of a high quality

EYFS

Burnt Tree Primary School follow the strategy framework for writing using Development Matters statements.

- In Nursery, children learn pencil control through learning fine motor skills. They then move onto gross motor skills. Different strategies take place to practise pencil control, including use of: foam, sand and glup. Children use ipads to practise letter formation on the program 'Hairy letters'. Teachers use 'Write dance' to teach pencil control. Children learn how to form letters and how to write their own name. This takes place daily through 1:1 and group sessions.
- In Reception, children practise writing twice weekly 1:1 or in small groups. They learn how to label, write names and words then write sentences with meaning. When children are ready, they have a Big Write session. (See Big Write heading.)

Key stage 1

During Key Stage 1, children follow a phonics scheme which includes writing elements.

- In Year 1, children have the opportunity to write in their phonics lessons. They are encouraged to use capital letters, full stops, phonics to spell words and finger spaces. Phonics sessions take place four times weekly. They complete their work in their Literacy/phonics writing book.
- In Year 2, children have the opportunity to write during their phonics lessons. Once children have completed the scheme, children follow the Literacy and Language scheme. Children will have the opportunity to develop their writing skills through grammar and punctuation lessons, planning lessons and writing lessons.

Key stage 2

During Key Stage 2, children follow the Literacy and Language scheme. Children have the opportunity to write at least three times weekly. In these lessons, children practise grammar and punctuation, they plan and

edit their work and write extended pieces of writing. They learn to write a variety of genres within the genre they are learning.

Literacy and Language scheme

This scheme was developed by Ruth Miskin and is based on the new curriculum for 2014. It includes the newly revised grammar terms within it. It plans for a specific genre to be taught, good quality texts, resources prepared and planned for, planning of each unit completed, ICT slideshows completed, grammar tests and a teacher book as well as student books and anthologies.

Extended writing

At Burnt Tree Primary School, we understand the need for writing at length. Children need to learn how to write a range of genres, using a variety of techniques for audience and purpose. From Years 1-6, all children complete extended writing weekly in their English lesson, as well as once per week in Big Write sessions. Across a term, six planned writing sessions are taught in topic sessions, which allow children to use and apply any skills or genres that have been taught in the English sessions. Children have inspiring lessons which encourage writing for pleasure.

Writing strategies

We understand, at Burnt Tree Primary School, the need to teach writing using a variety of techniques. We use:

- Shared writing- good quality writing is shared amongst the class through shared reading. Children will understand and learn makes a 'good piece of writing'.
- Guided writing- the teacher shares their own writing and guides the children into the thinking process of writing including the editing and improving of writing. Children learn how writing is a process that can be edited and improved.
- Paired writing- children share their ideas of writing and complete a piece of writing together. This can be done through rainbow writing (each child has a different coloured pencil and adds the next sentence) or plan then write (each partner writes their own piece then combines them by creating a final piece together).
- Independent writing- children write independently. They have the chance to practise the skills they have learned during the week.

Grammar

Learning grammar is an integral part to learning how to write therefore grammar is practised on a daily basis through speaking and listening. In Burnt Tree Primary School, we teach grammar through our Literacy and Language scheme as well as interventions when needed. Grammar is planned for in each unit. Children complete a short written activity, linked to their year group, to demonstrate their understanding and learning of the key SPAG skills. Grammar testing is completed termly from Years 2-6. Grammatical terms are learned and practised in each year group.

Marking and editing

Across the school, children's work is marked on a daily basis and 'close the gap' questions are given when needed.

From Years 2-6, teachers mark using 'Review blue and Good to be Green' once weekly in their Literacy books. Teachers will mark mistakes on spelling, grammar and punctuation using blue. Good aspects of the writing will be marked in green. Children then have the opportunity to edit and improve their writing using this marking. Each child receives a WILF for that piece of extended writing and is expected to self-assess against it.

Assessment and Record Keeping

Children are assessed in line with the schools Assessment Policy using a variety of means.

Celebrating writing

Celebrating writing is so important to children across the school. It's a chance for children to see what 'good writing' looks like and to celebrate the work they have completed.

Every term, 'good writing' is chosen to be displayed in the corridors for each year group.

In each class, a teacher can choose to display 'good work' which may be a child's writing.

In addition to this, teachers also have the opportunity to select children for the, 'Star of the Week' assembly, if they have produced work which is of a continued high standard or in making progress steps in their learning.

Big Write

Once per week, children take part in Big Write sessions. During this session, a range of different genres are given to the children so that they are able to apply taught skills from English sessions, in an independent capacity. Pictures, video clips and animations are used a focus for these sessions, for the enjoyment and engagement of the children. During the introduction, children are given opportunities to engage in the task through vocabulary collecting, up-levelling and sentence development activities.

On a half term basis, Ross Wilson grading sheets are used to aid in the assessment of children's writing, in line with the New Curriculum assessment terminology – emerging, secure, high within each year group. These are stuck inside the children's books in helping to show development and progress through a half term, as well as allowing teachers to identify any areas of weakness that need to be taught.

This policy was written in consultation with the staff and will be revisited each year.

A full review will take place every three years.

The policy was agreed by the Governing Body.

Signed.....

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